Key Policy and Research for the '17 Leverage Points' from the Standards and Indicators for School Improvement

Download in RTF from: http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Based+Decision+Making/Technical+Assistance/SBDM+Technical+Assistance+Download+Documents.htm

This document contains references to current best practice research for each leverage point, and sample best practice policy for each area. Use of the policy samples is optional. School council members and committee members should review all key research in order to determine how the research applies to their school and their students prior to deciding upon a policy to guide their school. All research cited in this document is available in full text online directly from the research organization by using the URL listed immediately following each title.

1. The far left column contains text from the **Standards and Indicator for each of Leverage Point**. Text may be repeated over several pages as necessary to ensure that key research and policy are covered for each of the leverage points. For example, Leverage Point #1 (Curriculum Transition Points) is covered on pages 2 though 5 of the document.
2. The middle column contains **Key Research** for each Leverage Point. If research is available for the leverage point that is specific to grades or levels, the research is separated into different levels for ease of use. Research may continue for several pages for each leverage point.
3. The far right column contains **Sample Policy** for each Leverage Point at each level where research is provided. Policy samples may continue for several pages for each leverage point.

The columns in the document look like this:

Leverage Point	Key Research applicable to each Leverage Point	Sample Policy for each Leverage Point

Any questions regarding this document should be addressed to the Council Development Branch in the Kentucky Department of Education at 502-564-4201 or by email to Cheri Meadows in the Council Development Branch at cmeadows@kde.state.ky.us.

Academic Performance Leverage Points (Standards 1, 2 and 3)

Learning Environment Leverage Points (Standards 4, 5 and 6)

Efficiency Leverage Points (Standards 7,8 and 9)

SISI SBDM Policy Checklist   pp. 25

Leverage Point #1 **Curriculum Transition Points**	**Key Research: Curriculum Transition Points**	**Entry Level Transition Policy**

Leverage Point #1
Curriculum Transition Points

Applicable Standards & Leverage Points (Indicators):

Standard 1 The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

1.1d   There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and from middle to high).

- **The district facilitates discussion within and between schools to identify key curriculum transition points.**

- **The school identifies key curriculum transition points between building levels (e.g., from elementary to middle school) and within the building (e.g., from primary to 4/5, from grade 9 to grade 10).**

Key Research: Curriculum Transition Points
Preschool/Primary Transitions
http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea1lk9.htm

"According to Lombardi (1992), important practices that influence the ease of transition are continuity in developmentally appropriate practices, parent involvement, and support services for children and families.

Developmentally Appropriate Practices. Continuity across early childhood services is facilitated by the degree to which all programs are developmentally appropriate. Throughout the preschool and early elementary years, children learn best through active exploration of their environment and through interactions with adults, other children, and concrete materials that build on earlier experiences.

Parent Involvement. Ongoing communication between parents and teachers has become increasingly important. Parents can be involved as decision makers, volunteers, and staff. They can participate in parent education and support groups, be encouraged to observe the classroom, and, in general, take a more active role in their child's education both at school and at home.
Schools also need to respond to the diversity among families. Parent activities need to be responsive to the language and culture of the family and be tailored to meet specific needs of teen parents, single parents, working parents, blended families, and families with special service needs.

Student Support Services. Effective early childhood programs, particularly those for low-income families, need to respond to the comprehensive needs of children and families for health care, childcare, and other family supports. Supportive services that include school and parent representation promote collaborative processes and community development. The uniting of school and community resources and concerns, and the clear recognition of the fact that the school is embedded in its community, sustain healthy environments and contribute greatly to continuity for children and families."

Entry Level Transition Policy

In March of each year, the preschool and entry level primary teachers shall form an *ad hoc* transitions committee and shall meet on a schedule determined by the committee to discuss transition issues for individual students who will be transitioned from preschool or home to Primary, and supports that need to be in place for students to help them make successful transitions. The Family Resource Center director or his or her designee and the school counselor shall be on the committee. Two preschool parents and two primary parents will be on the committee. The committee shall review school policies on primary program, parent involvement and student support services and shall submit a transition plan to the council that will include a description of the following:
1. The extent to which developmentally appropriate practices are in place at entry level primary to support a range of motor and language skills, attention spans, increasing participation in cooperative play, increasingly active exploration of the environment, increasing interactions with adults and peers, and increasing exposure to concrete materials that build on earlier experiences. The committee shall recommend policy changes that will increase the use of developmentally appropriate practices at entry level primary to a level where all students are supported.
2. The extent to which the parent involvement policy supports parents who work and family life, and acknowledges the diversity among families of children represented in the school. Parent activities included in the policy need to be responsive to the language and culture of families and be tailored to meet specific needs of teen parents, single parents, working parents, blended families, and families with special service needs. The committee shall recommend policy changes that include improvements in ongoing communication between parents and teachers, parents as decision makers, volunteers, and parents as committee members. School policy should be coordinated with Family Resource Center policy to provide parent education and support groups, classroom observations, and any other activity that allows parents and families to take a more active role in their child's education both at school and at home.
3. The committee shall explore new relationships between school and other health and human service providers in conjunction with the Family Resource Center that can provide more support services to entry-level students and families. The committee shall inform the school council of the current level of support services and recommend any additional services that are needed.

Primary to Intermediate Transition Policy
A Student Services or Transitions committee will be formed by the school council, with membership appointed by the school council including but not limited to teachers impacted most by the transitions, school counselors, Family Resource or Youth Services Center staff, and staff from schools above or below the transition points.
1. The school council should request a timeline for committee action and reporting to the council, and a description of the committee's responsibilities. The committee should be charged with compiling information on incoming students regarding retention and previous "remediation" plans or including in ESS, Title, or other student support services to share with receiving teachers.   The committee should investigate relevant research on transitions. The committee should review existing council policies to determine which impact transition issues and recommend any changes or additions that will improve the transition process.
2. "Sending" teachers should collect information on needs of students in the primary talent pool or identified as Gifted and Talented in the sending school(s) to share with "receiving" teachers.
3. The committee should submit a "transition plan" for the school to the school council in early Winter that includes activities to help students make successful transitions, timelines for activities and plan implementation, persons responsible, start and end dates, any funding needed, and methods for determining whether students have made successful transitions.

Leverage Point #1 continued… **Curriculum Transition Points**	**Key Research: Curriculum Transition Points** **Middle Level Transitions**	**Elementary to Middle Level or Middle to High Transitions Policy** (Some policy

Leverage Point #1 continued…
Curriculum Transition Points

Applicable Standards & Leverage Points (Indicators):

Standard 1 The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and from middle to high).

- **The district facilitates discussion within and between schools to identify key curriculum transition points.**

- **The school identifies key curriculum transition points between building levels (e.g., from elementary to middle school) and within the building (e.g., from primary to 4/5, from grade 9 to grade 10).**

Key Research: Curriculum Transition Points
Middle Level Transitions
http://www.ascd.org/readingroom/classlead/9909/2sep99.html

"*Creating a Climate of Personalization*"
http://www.kde.state.ky.us/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=423&query=middle&hiword=MIDDLE+

"A sound transition program can directly influence an adolescent's formation of an identity as an active participant in the learning process and as a successful student. The more varied and extensive the articulation program, the greater the success students will experience during their first year in a middle school."

Shoffner, M. F., & Williamson, R. D. (2000, March). Facilitating student transitions into middle school. *Middle School Journal, 31,* (4) 47-51.

- Three types of transitions are essential: emotional, social, and academic.
- Planned middle-level transition programs must be based on developmental characteristics of young adults.
- Interdisciplinary teaming fosters interpersonal relationships among students and adults.
- Organizational and study skills should be taught and designed to meet the demands of receiving schools.
- Parent involvement programs should be incorporated into school operations.
- Coordinated efforts with community support agencies and family resource centers."

Elementary to Middle Level or Middle to High Transitions Policy (Some policy language excerpted from the Mason County Middle School transition proposal.)
Students and their parents entering middle school (or high school) for the first time will be invited to a three-day extended orientation session at the middle school.

Each year, the Transitions committee will begin meeting in January to design the orientation session and a communication plan that will inform every incoming parent and student of the orientation session. The committee will report the plan to the school council for approval at the regular April meeting. Teachers are expected to attend on one of the three days, on a schedule set by the Transitions committee and agreed to by individual teachers. The orientation sessions will be led by teachers with all teachers taking a lead role in at least one session, and will address the following issues:

1. Distribution of Schedules
2. School Procedures
3. Introduction to Agenda Books and Identification Cards
4. Lockers
5. Advisor-Advisee
6. Scheduling Classes and Changing Schedules
7. Kentucky Virtual High School
8. Correspondence Courses
9. Character Counts
10. Note-taking and study habits
11. Homework policies
12. Help with schoolwork/ESS/tutoring
13. School web page and Homework Hotline
14. Time Management and Organization
15. Team Building Activities
16. Journal Writing
17. Math Warm-ups
18. S.T.A.R. Testing
19. Accelerated Reader Goal Setting
20. Great Leaps
21. Scavenger Hunts
22. Related Arts
23. Club Opportunities
24. Sports Programs

A survey created by the Transition committee will be distributed to all teachers, parents and students that participated each year to determine the impact of the orientation session and gain input for future sessions. The Transitions committee shall compile the information and report to the council at the regular meeting in September. In addition, the teachers on the Transition committee shall organize to analyze attendance, achievement, and discipline data on students who did and did not attend the orientation the previous year, and shall report the council at the regular meeting in June regarding the success of the transition program. Data shall be used to design future orientation activities.

Leverage Point #1 continued…
Curriculum Transition Points

Applicable Standards & Leverage Points (Indicators):

Standard 1 The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

1.1d   There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and from middle to high).

- **The district facilitates discussion within and between schools to identify key curriculum transition points.**

- **The school identifies key curriculum transition points between building levels (e.g., from elementary to middle school) and within the building (e.g., from primary to 4/5, from grade 9 to grade 10).**

Key Research: Curriculum Transition Points
High School Transitions
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw0.htm

NCREL - School-to-Work Transitions
http://www.sreb.org/programs/hstw/professionaldev/2001-02workshops/MeetingTheChallenge.asp
"*School councils should consider:*
- Ways to reduce the flow of students who enter grade nine unprepared to do high school work;
- Ways to intervene in grades seven and eight to prepare at-risk students to do high school-level work.
- Options for "catch-up" systems, such as summer school, coaching, double-dosing in mathematics and language arts, and extra help within and beyond the school day;
- Ways to create small learning communities and increase teacher collaboration;
- Ways to use the school schedule to increase student achievement;
- Strategies for getting parents to support the school's efforts to help students meet high expectations;
- Strategies for middle schools and high schools to work together to align curriculum; and
- Designs for learning that engage students and accelerate academic achievement.

Transition committees at the high school level could:
- Develop a system to help students and their parents plan and monitor successful preparations for further study and work;
- Establish a guidance monitoring system to ensure that students are completing the recommended academic core and/or career concentration by making full use of the senior year;
- Study the possibility of initiating a major senior project as a culminating experience to demonstrate and validate students' readiness for post-high school studies and work;
- Examine ways to enroll all seniors in an upgraded academic core during the senior year; and
- Examine ways to strengthen career/technical concentrations that require students to do challenging work in the senior year."

High School to Post High School Transition Policy

The Transition Committee at the high school shall review council policy and the comprehensive improvement plan and shall recommend changes to policy or plans by January of each year that will allow the high school to improve in the following areas:
1. Develop a system to help students and their parents plan and monitor successful preparations for further study and work;
2. Establish a guidance monitoring system to ensure that students are completing the recommended academic core and/or career concentration by making full use of the senior year;
3. Initiating a major senior project as a culminating experience to demonstrate and validate students' readiness for post-high school studies and work;
4. Examine ways to enroll all seniors in an upgraded academic core during the senior year; and
5. Examine ways to strengthen career/technical concentrations that require students to do challenging work in the senior year.

District Support for Transitions
Districts can support schools during transitions between schools and from school to work or post-secondary education. One of the most valuable ways school districts can support schools is by helping to establish working partnerships with business and the community. The following information link provides constructive research-based ideas for local district staff and school boards. Excerpted from NCREL: *Working in Partnership with Business, Labor and the Community*
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw600.htm

ACTION OPTIONS: Beginning with exploratory and awareness-building activities, teams of educators (including administrators, teachers, and counselors) can take the following steps to establish and manage successful school-business-community partnerships:
1. Contact state departments of education and labor to identify exemplary or effective local partnerships.
2. Read case studies or promising practices in educational partnerships to become aware of what has been done by others in the area of partnership building.
3. Learn more about established school-business-community partnerships in the area to determine how these partnerships might enhance school-to-work programs.
4. Build on the successes of other collaborative efforts between the schools and community (e.g., United Way campaigns).
5. Develop relationships with community groups to encourage development of educational partnerships and decide on initiating activities.
6. Convene a small focus group with a few local business leaders, including labor unions, to explore desirable competencies for high school graduates and to discuss other situations in which schools and business can work together to improve student learning.

Leverage Point #1 continued… Curriculum Transition Points	Key Research: Social Promotion & Grade Retention	Key Policy: Retention and Social Promotion
Applicable Standards & Leverage Points (Indicators): **Standard 1** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards. 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and from middle to high). • **The district facilitates discussion within and between schools to identify key curriculum transition points.** • **The school identifies key curriculum transition points between building levels (e.g., from elementary to middle school) and within the building (e.g., from primary to 4/5, from grade 9 to grade 10).**	*Social Promotion and Grade Retention* http://www.idra.org/Research/ingrade.pdf (Intercultural Development Research Association) The research on the ineffectiveness of retention is very clear. The effects of retention are harmful. Retention harms students academically and socially. Out of the 66 studies done on retention from 1990 to 1997, 65 found it to be ineffective and/or harmful to students. 1. According to retention research, 50 percent of students who repeat a grade do no better the second time, and 25 percent actually do worse. 2. The threat of retention is not a motivating force for students to work harder. 3. Retention is strongly associated with dropping out of school in later years. A second retention makes dropping out a virtual certainty. 4. Retained students suffer lower self-esteem and view retention as a punishment and a stigma, not a positive event designed to help them. 5. African American students and Hispanic students are retained at twice the rate of White students. 6. Forty percent of repeaters come from the lowest socio-economic quartile as compared to only 8.5 percent from the highest quartile. *Alternatives to Social Promotion and Grade Retention* http://www.ncrel.org/sdrs/timely/spover.htm (NCREL) "Neither practice closes the learning gap for low-achieving students, and neither practice is an appropriate response to the academic needs of students experiencing difficulty mastering required coursework." *School Structures and Policies That Support Students* http://www.ncrel.org/sdrs/timely/spover.htm (NCREL) Various school structures and policies can support learning goals for all students. The keys to such strategies are early identification of students who need extra help, and multiple opportunities for students to receive support. (Darling-Hammond, 1998).	The school will not retain students at any level. Students who are struggling or at risk will be identified early and supports will be put in place that will assist the student in meeting the state standards. Primary students will spend no more than four years in the primary program. The Instructional Practices committee will meet, study the issue of retention and form a student assistance plan for our school that will meet the needs of struggling learners. The plan should include recommendations on the following: 1. School structures that support struggling learners, including looping, multi-age classes, flexible grouping, one on one tutoring, extended school day, week, or year services, block scheduling, or any other structure that is supported by research. 2. Professional development for teachers that will inform and train teachers about state of the art instructional practices that research shows are effective with struggling learners, at-risk students, minority students, male students, or any other special population in our school. 3. Intervention strategies that are shown in the research to be effective with struggling learners, and multiple opportunities to receive help. This support must be available when students need it, tied to the work they are doing, and offered on a routine basis; it also must come from someone who understands the content and the students' problems 4. Any other elements deemed found in the committee's research that is essential to the success of struggling learners in our school. The Instructional Practices committee shall report to the school council at the regular meeting in December on their intervention plan for our school. The intervention plan shall include timelines, persons responsible, and a budget for implementation. The intervention plan shall cite research where appropriate. If the intervention plan is approved, it shall be aligned with comprehensive improvement planning goals and shall be implemented. *Retention Statistics for Kentucky Schools* To find retention information by school and grade level for your school or district, go to: http://www.kentuckyschools.net/KDE/Administrative+Resources/Testing+and+Reporting+/default.htm Note: Retention data is collected for accountability purposes from grades 4-12.

Leverage Points # 2 and #3 continued… **Multiple Evaluation & Assessment Strategies**	**Key Research: Curriculum Standards and Assessment Practices**	**Key Policy: Curriculum Standards and Assessment Practices**

Leverage Points # 2 and #3 continued…
Multiple Evaluation & Assessment Strategies
Applicable Standards & Leverage Points:
Standard 2 The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1d   Tests scores are used to identify curriculum gaps.
- **The school staff reviews the results of multiple assessments to identify gaps in the curriculum.**
- **The school staff reviews data disaggregated by gender, race, and economic level to identify curriculum gaps and instructional implications.**
- **SBDM policy requires that the school council review assessment data to identify curriculum gaps.**

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, an obtain information on student progress.

- **Results of classroom assessments are analyzed to ensure that the state standards are being taught and learned by students.**
- **Teachers collaborate within content areas to analyze the results of student performances in order to impact instruction and revise curriculum.**
- **All language arts teachers have received training and are involved in the scoring of writing portfolios and the benchmarks of student work analyzed to inform instruction.**

Key Research: Curriculum Standards and Assessment Practices

Early Childhood/Primary Assessment Practices
http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea500.htm (NCREL)
Standards for assessment of children aged 3-8 in early childhood programs.

Middle Level Assessment Practices
http://www.nmsa.org/ (National Middle School Association)
NMSA Research Summary #16 What Are Appropriate Assessment Practices For Middle School Students?
1. "Donald (1997) identifies two barriers to the implementation of assessment that apply to all levels of learning: (1) lack of global policies about learning and student progress and (2) few resources assigned to assessment.

High School Assessment Practices
http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm#Findings (NCREL)
"The items cited in the research report are based on best practices of the teachers and researchers. The checklist can be used to look at current practices in your school and to jointly set new goals with parents and community groups.

Ensuring Equity with Alternative Assessments
http://www.ncrel.org/sdrs/areas/issues/methods/assment/as800.htm

When preparing and administering assessments, teachers can follow guidelines for equitable assessment in the classroom and make use of accommodations and adaptations to the assessment to ensure that all students have an equal opportunity to demonstrate their abilities and achievement. Teachers also are able to make inferences about student performance and how they must refine their instruction to increase or maintain high performance without calling into question the technical adequacy of the assessment."

Key Policy: Curriculum Standards and Assessment Practices
Part 1: Student Products and Performances
In each class for each grading or reporting period students shall complete two or more activities that result in products or performances, which will demonstrate their learning progress. Student products or performances should:
- Be aligned with the school's adopted curriculum, the state learning goals and Kentucky's standards for student performance
- Use rubrics or scoring guides that are designed with and/or shared with students prior to the assessment.
- Reflect developmentally appropriate practices for the ages or developmental stages of learners.
- Be embedded in the learning process and be part of interdisciplinary units or thematic units whenever possible
- Include opportunities for student self reflection and self evaluation
- Include options for students to choose from products, performances, or demonstrations that acknowledge multiple intelligences
- Be supported by student work samples developed by teachers or students that help students understand what proficient work looks like.

Part II: Portfolio Scoring, Analysis and Instruction Policy
The purpose of this policy is to align with regulatory requirements regarding the school-level administration of portfolio assessments.

Four writing pieces will be collected at nonaccountability levels for each student each semester that are appropriate types of writing for portfolio categories. These pieces may serve as rough drafts that can be revised and edited for inclusion in the accountability portfolio or they may be used as finished products and included in the accountability portfolio.

All teachers in the school regardless of teaching assignment, content area, or grade level will attend professional development focused on the types of writing assessed in the portfolio. The Portfolio Cluster Leader or his or her designee at the school shall provide professional development.

All teachers in the school will participate on the portfolio school scoring team at least once every two years on a cycle established by the principal. Language Arts teachers will be assigned to scoring teams every year, and the Portfolio Cluster Leader shall

All teachers in the school shall participate in conferencing on portfolios on conferencing day. All parents in the school and key community leaders will be invited to an event in which students present their portfolios on conferencing day. Teachers and other responders shall limit a conference's focus to one (1) or two (2) areas of need, addressing patterns of errors or problems that occur frequently.   The Portfolio Cluster Leader shall provide training to teachers, parents, and community members prior to the conferencing day.

Student portfolios at accountability levels will be completed using word processing during the development of writing pieces (during revision, or editing). Some students may be allowed to submit pieces in their own handwriting on a limited basis at the discretion of the teacher and Portfolio Cluster Leader. All teacher-assigned writing tasks for all content area classes and programs shall relate to the content being studied in the class taught by that teacher. All teachers shall choose content-area readings that represent the kind of writings the students are asked to include in the portfolio, allowing the covering of content

Leverage Points # 2 and #3 continued…
Multiple Evaluation & Assessment Strategies
Applicable Standards & Leverage Points:
Standard 2 The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1d Tests scores are used to identify curriculum gaps.

- **The school staff reviews the results of multiple assessments to identify gaps in the curriculum.**
- **The school staff reviews data disaggregated by gender, race, and economic level to identify curriculum gaps and instructional implications.**
- **SBDM policy requires that the school council review assessment data to identify curriculum gaps.**

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, an obtain information on student progress.

- **Results of classroom assessments are analyzed to ensure that the state standards are being taught and learned by students.**
- **Teachers collaborate within content areas to analyze the results of student performances in order to impact instruction and revise curriculum.**
- **All language arts teachers have received training and are involved in the scoring of writing portfolios and the benchmarks of student work analyzed to inform instruction.**

Key Research: Curriculum Standards and Assessment Practices

Designing Effective Performance Based Assessments for the Classroom:
http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=153&query=unit+plan&hiword=UNIT+PLAN+
This portion of the Kentucky Department of Education's web page is devoted to helping teachers and others design interdisciplinary units with performance events for students for their classrooms from preschool to high school.

Identifying Curriculum Gaps Based on Multiple Assessments Using State Standards and Tests to Improve Instruction
http://ericae.net/pare/getvn.asp?v=7&n=13 (ERIC)
This article recommends a three-part process for developing an understanding of state assessments and using that understanding to improve instruction. That process is delineation, alignment, and calibration."

Content Assessment in the Native Language (ERIC)
http://ericae.net/pare/getvn.asp?v=5&n=9
"Content assessment in the native language, otherwise known as native language assessment, involves eliminating the language barrier posed by tests written in English, to the degree possible. Native language assessment provides a less biased indication of what students know and can do."

Toolkit 98 – North West Regional Educational Laboratory
http://www.nwrel.org/assessment/toolkit98.asp
"Sometimes the answer will be an alternative assessment, sometimes traditional assessment, and sometimes a combination of the two."

Teacher Collaboration to Analyze Student Work
What Is the Importance of Collaboration in Schools?
http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0pet.htm
"Schools with professional collaboration exhibit relationships

and the discussion of writing form to occur at the same time.

Part III: Evaluation of Performance Levels to Identify Curriculum Gaps Policy

The purposes of this policy are:
- to create teacher and parent teams to analyze portfolios and open response items to determine instructional implications for a school
- to gather evidence of instructional strengths and needs and identify curriculum gaps
- to target professional development and comprehensive improvement planning goals that will lead to improved student performance in writing portfolios and content area assessments

At the end of each marking period (report card), teachers should analyze the work samples, products and performances of the students in their classes using Kentucky's standards for student performance and definitions of novice, apprentice, proficient, and distinguished for the grade where the student will next be tested in that subject. For example, sixth and seventh grade teachers should use the standards for grade 7, seventh and eighth grade teachers should use the standards for grade 8, eighth grade teachers should use the standards for grades 8 and 9, and so on. Teacher judgment based on student work samples, products and performances should include whether each student is novice, apprentice, proficient, and distinguished and whether each student is close to progressing to the next performance level. Teachers should use their student data to address gaps in the curriculum and plan instruction for the next marking period for their students.

Each teacher should send a written report each grading period that contains information on how many students are at each performance level, the number of students who are close to the next performance level, and any identified curriculum gaps to the Curriculum committee.

The Curriculum committee will meet once after each grading period to review teacher's reports and make recommendations to the school council at the next regular council meeting regarding any possible gaps in the school's curriculum and adjustments to the school's curriculum policy or comprehensive improvement plan based on evidence of instructional strengths and needs.

Leverage Points # 2 and #3 continued….
Multiple Evaluation & Assessment Strategies
Applicable Standards & Leverage Points:
Standard 2 The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

🗝 2.1d   Tests scores are used to identify curriculum gaps.
- **The school staff reviews the results of multiple assessments to identify gaps in the curriculum.**
- **The school staff reviews data disaggregated by gender, race, and economic level to identify curriculum gaps and instructional implications.**
- **SBDM policy requires that the school council review assessment data to identify curriculum gaps.**

🗝 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, an obtain information on student progress.

- **Results of classroom assessments are analyzed to ensure that the state standards are being taught and learned by students.**
- **Teachers collaborate within content areas to analyze the results of student performances in order to impact instruction and revise curriculum.**
- **All language arts teachers have received training and are involved in the scoring of writing portfolios and the benchmarks of student work analyzed to inform instruction.**

and behaviors that support quality work and effective instruction…. These settings also foster practices that support success."

Key Research: Portfolio Assessment Practices

Teacher Training on Portfolio Assessment
(Scoring, Analysis and Instruction)
Teacher training on portfolio assessment is required by regulation in Kentucky. Teacher training should address all of the areas required by regulation. 703 KAR 5:010:
http://www.lrc.state.ky.us/kar/703/005/010.htm

Kentucky Portfolio Assessment – School Writing Program
http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=606&query=Portfolio&hiword=PORTFOLIO+

Portfolio analysis is a structured intensive objective examination of a school's writing program, as reflected in the assessment portfolios. It provides an opportunity for an entire faculty to meet together as professionals with one common goal: to improve student performance.

Part IV: Portfolio Analysis Policy

 The objectives of portfolio analysis are
- to analyze portfolios to determine instructional implications for a school
- to help schools gather evidence of instructional strengths and needs
- to target professional development and comprehensive improvement planning goals that will lead to improved student performance

School councils must have policy to address the following required areas:

1. Procedure to collect writing pieces at nonaccountability levels that are appropriate types of writing for portfolio categories. These pieces may serve as rough drafts that can be revised and edited for inclusion in the accountability portfolio or they may be used as finished products and included in the accountability portfolio.
2. Policy to provide support for teachers across the curriculum and across grade levels to attend professional development focused on the types of writing assessed in the portfolio.
3. Procedures for scoring of student portfolios that include an adequate number of teacher scorers on the school scoring team to limit the number of portfolios scored by any one (1) teacher to thirty (30), unless teachers agree to score a larger number of portfolios.
4. Policy addressing how time is used in conferencing on writing portfolio pieces: teachers and other responders shall limit a conference's focus to one (1) or two (2) areas of need, addressing patterns of errors or problems that occur frequently.
5. Policy that requires teachers to allow students to use word processing during the development of writing pieces (for example, during revision, or editing) or allow students to submit pieces in their own handwriting.
6. Policy requiring that teacher-assigned writing tasks shall relate to the content being studied in the class.
7. Policy requiring teachers to choose content-area readings that represent the kind of writings the students are asked to include in the portfolio, allowing the covering of content and the discussion of writing form to occur at the same time

| Leverage Point #4
Instructional Practices

Applicable Standards and Leverage Points:

Standard 3 The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

3.1b Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.

• **Instruction is aligned to the school curriculum, which is based on state and local learning goals.**
• **Learning activities require students to complete tasks similar to those used for state and local assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).**
• **SBDM policy addresses the alignment of instructional strategies to goals for student learning.** | **Key Research: Instructional Practices and Homework**

Early Childhood/Primary Instructional Practices
http://ericeece.org/pubs/digests/2000/tomlin00.html
"The following broad principles and characteristics are useful in establishing a defensible differentiated classroom:
1. *Assessment is ongoing and tightly linked to instruction.*
2. *Teachers work hard to ensure "respectful activities" for all students.*
3. *Flexible grouping is a hallmark of the class.*"

Protecting Children From Inappropriate Instructional Practices
http://ericeece.org/pubs/digests/1990/bredek90.html
"Develop alternative assessment instruments and procedures that can be used instead of standardized tests."

Middle Level Content Specific Instructional Practices
http://www.kde.state.ky.us/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=423&query=middle&hiword=MIDDLE+
(Link to "Middle Level Program Self Evaluation Tool, Standard 3: Instruction") The middle level tool correlates the Standards and Indicators for School Improvement with best practice for middle school instruction. The council or a committee to review SBDM Council Policy at the middle level, and recommend changes to policy and practice could use the tool.

High School Instructional Methods/Block Scheduling
http://education.umn.edu/carei/blockscheduling/Q&A/q&a.html
Commonly asked questions and answers about block scheduling and why it works.

How to Differentiate Instruction in Mixed Ability Classrooms - ASCD Study Guide for Book
http://www.ascd.org/readingroom/studyguides/tomlinson01.htmlThis study guide asks thought-provoking questions about differentiated instruction. | **Key Policy: Instructional Practices**

Part I: Classroom Instruction Policy
Teachers shall emphasize the following research-based instructional strategies while delivering classroom instruction:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations*
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers

Evidence of these instructional practices shall be included in all lesson plans, unit plans, interdisciplinary units, thematic units, instructional field trips, and homework assignments.

Part II: Teacher Mentors
At least once during each marking period, each new teacher will pair with an experienced teacher and will participate in a meeting to:
1. Review the instructional strategies they have used
2. Discuss effectiveness of those strategies
3. Identify strategy areas needing further work or support
4. At the end of the meeting, the teachers involved shall send an e-mail summary of their conclusions to the principal. The principal shall ensure that areas needing further work and support are addressed in teacher professional growth plans.

Part III: Principal Role
The principal shall:
1. Check for success in implementing this policy as part of regular classroom observation and evaluations of each teacher.
2. Check teacher lesson plans on a regular basis for evidence of instructional strategies and report to the council at each regular meeting about classroom implementation.
3. Make recommendations to the council about instructional strategies that appear to be weak and may need to be a professional development priority for the school.
4. Include areas needing added work under this policy in recommendations for individual teacher's professional growth plans.
5. Report to the council each May on how the instructional practices policy is being implemented and make suggestions for further implementation and teacher training.
6. Review each e-mail summary for indications of trends and school-wide needs.
7. Assign teacher mentors to new teachers or less experienced teachers, so that every teacher has a mentor or partner. |

Leverage Point #4 continued…
Instructional Practices

Applicable Standards and Leverage Points:

Standard 3   The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

   3.1b Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.

- **Instruction is aligned to the school curriculum, which is based on state and local learning goals.**
- **Learning activities require students to complete tasks similar to those used for state and local assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).**
- **SBDM policy addresses the alignment of instructional strategies to goals for student learning.**

Key Research: Instructional Practices and Homework

Leadership for Differentiating Schools and Classrooms
http://www.ascd.org/readingroom/books/tomlinson00book.html

"In the context of education, we define *differentiation* as a teacher's reacting responsively to a learner's needs. A teacher who is differentiating understands a student's needs…. The goal of a differentiated classroom is maximum student growth and individual success…. Personal success is measured, at least in part, on individual growth from the learner's starting point—whatever that might be. Put another way, success and personal growth are positively correlated."

Classroom Instruction That Works
http://www.ascd.org/readingroom/books/marzano01toc.html

"One of the primary goals of the McREL study was to identify those instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. There are nine categories of strategies that have a strong effect on student achievement (listed in order):

Identifying similarities and differences
Summarizing and note taking
Reinforcing effort and providing recognition
Homework and practice
Nonlinguistic representations*
Cooperative learning
Setting objectives and providing feedback
Generating and testing hypotheses
Questions, cues, and advance organizers

Key Policy: Homework

Primary Level Homework Policy

Homework assignments for primary students at our school meet the following guidelines:

The National Parent-Teacher Association and the National Education Association recommend the following amounts of homework:

Primary grades: Up to 20 minutes each day.

Teaching teams at each level shall coordinate to ensure that homework does not exceed 20 minutes per day. No homework is to be assigned for Wednesday nights, unless students are making up previously missed assignments due to absences. Team leaders shall follow up on any parent or student requests for assistance with homework assignments.

Homework is an extension of classroom instruction and will consist of additional practice of skills taught during classroom instruction, parent-child activities that contribute to classroom units, and daily reading logs that record the time students spend reading at home. Teachers will monitor homework completion and habits of individual students. Students in the primary program will not be given letter grades for homework. Students who consistently return completed homework may be rewarded. Students who miss school will make up classroom assignments only.

Intermediate Level Homework Policy

Homework assignments for students grades 4 - 6 at our school meet the following guidelines:

The National Parent-Teacher Association and the National Education Association recommend the following amounts of homework:

4th - 6th grade: 20 to 40 minutes each day.

Teaching teams at each level shall coordinate to ensure that homework does not exceed 40 minutes per day. No homework is to be assigned for Wednesday nights, unless students are making up previously missed assignments due to absences. Team leaders shall follow up on any parent or student requests for assistance with homework assignments.

Homework is an extension of classroom instruction and will consist of additional practice of skills taught during classroom instruction, parent-child activities that contribute to classroom units, and daily reading logs that record the time students spend reading at home. Teachers will monitor homework completion and habits of individual students. Students in the intermediate grades may be given letter grades for homework, but the points given for homework may not exceed 5 percent of the total grade for any subject area. Students who consistently return completed homework may be rewarded. Students who miss school will make up classroom assignments only.

Leverage Point #4 continued…
Instructional Practices

Applicable Standards and Leverage Points:

Standard 3 The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

🗝 3.1b Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.

- **Instruction is aligned to the school curriculum, which is based on state and local learning goals.**
- **Learning activities require students to complete tasks similar to those used for state and local assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).**
- **SBDM policy addresses the alignment of instructional strategies to goals for student learning.**

Key Research: Instructional Practices and Homework

Helping Your Students Without Homework
http://www.ed.gov/pubs/HelpingStudents/
Homework problems often reflect our changing American society. "Most children don't come home to a plate of cookies and Mom saying, `Do your homework,' " explains Mary Beth Blegen, Teacher in Residence at the U.S. Department of Education and a veteran Minnesota high school history, humanities, and writing teacher. Many parents report returning home around dinnertime after a hectic day at work, too tired to monitor assignments. Students' personal difficulties and competing priorities can also create obstacles to completing homework successfully.

End Homework Now
http://www.ascd.org/readingroom/edlead/0104/kralovec.html
"The call for greater accountability in education, with its increased focus on test scores and outcomes, puts homework on the line.

Developing Homework Policies
http://www.ed.gov/databases/ERIC_Digests/ed256473.html
Issues to be considered when developing homework policies may include:
"What kind of homework is most effective?
How much homework is appropriate?
At what age level is homework a useful learning tool?
Who is responsible for deciding how much homework to assign?
Who is responsible for monitoring homework?

Changing Homework Habits
http://exchanges.state.gov/forum/vols/vol36/no1/p36.htm
"Changing some of my attitudes helped me. When I introduce homework   (correction and assignment) as part of the classroom routine, and as a systematic activity, students start to make it a habit. I have noticed that students are more comfortable about homework, and they don't seem pressured

Middle Level Homework Policy

Homework assignments for students grades 7 - 8 at our school meet the following guidelines:

The National Parent-Teacher Association and the National Education Association recommend the following amounts of homework:

7th - 8th grade: Generally up to 2 hours each day, but recommendations vary according to the type and number of subjects a student is taking.

Teaching teams at each level shall coordinate to ensure that homework does not exceed 2 hours per day. No homework is to be assigned for Wednesday nights, unless students are making up previously missed assignments due to absences. Team leaders shall follow up on any parent or student requests for assistance with homework assignments.

Homework is an extension of classroom instruction and will consist of additional practice of skills taught during classroom instruction, parent-child activities that contribute to classroom units, and daily reading logs that record the time students spend reading at home. Teachers will monitor homework completion and habits of individual students. Students in the middle grades may be given letter grades for homework, but the points given for homework may not exceed 10 percent of the total grade for any subject area. Students who consistently return completed homework may be rewarded. Students who miss school will make up classroom assignments and homework assignments at the discretion of the teacher.

High School Homework Policy

The National Parent-Teacher Association and the National Education Association recommend the following amounts of homework:

9th - 12th grade: Generally up to 2 hours each day, but recommendations vary according to the type and number of subjects a student is taking.

Teaching teams at each level shall coordinate to ensure that homework does not exceed two hours per day. No homework is to be assigned for Wednesday nights, unless students are making up previously missed assignments due to absences. Team leaders shall follow up on any parent or student requests for assistance with homework assignments.

Homework is an extension of classroom instruction and will consist of additional practice of skills taught during classroom instruction, parent-child activities that contribute to classroom units, and daily reading logs that record the time students spend reading at home. Teachers will monitor homework completion and habits of individual students. Students in the middle grades may be given letter grades for homework, but the points given for homework may not exceed 10 percent of the total grade for any subject area. Students who consistently return completed homework may be rewarded. Students who miss school will make up classroom assignments and homework assignments at the discretion of the teacher.

doing it."	

Leverage Point #5	Key Research: Assignment of Students to Classes and Programs	Key Policy: Student Assignment to Classes and Programs
Effective Learning Community: **Standard 4** The school/district functions as an effective learning community and supports a climate conducive to performance excellence. 4.1f. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths. • **Most students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.** • **Diverse student learning groups are formed based on instructional needs with occasional evaluation and adjustments.** • **The SBDM council establishes a policy to maintain an effective student/teacher ratio for meeting the needs of all students.** • **The master schedule is designed to provide the flexibility for teachers to switch teaching assignments in order to capitalize on other teachers' in-depth knowledge of specific topics.**	*Effective Grouping Practices* http://www.ncrel.org/sdrs/areas/issues/content/cntareas/math/ma1group.htm Flexible grouping practices that call for collaboration by diverse groups of students, when combined with high expectations and high-quality instruction, have great potential for ensuring equity and excellence for all students. *Grouping Students for Instruction* http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in500.htm Miller (1995) concludes: "The practice of grouping by age and grade may be creating a significant barrier to meeting the goals of equity and instructional excellence in schools" (p. 28). "The National Middle School Association (1997) has identified multiage grouping, cooperative learning, heterogeneous grouping, developmentally appropriate learning tasks, cross-age tutoring, flexible scheduling, and positive evaluations as important instructional strategies for older children. Multiage grouping also is beneficial for gifted and special-needs students (Nye, 1993). Gifted children are challenged to achieve to their potential because there is no limitation of a grade-level curriculum. Children whose primary language is other than English typically receive special support and assistance from their multiage classmates (Grant, 1993)."	**Elementary Level Assignment to Classes and Programs Policy** Our school will implement the following research-based grouping strategies in the primary program that will support our instructional practices and assessment policies: 1. Flexible grouping of students for instruction based on student needs. 2. Looping practices for P1-P2 classrooms and P3-P4 classrooms that allow students to spend at last two years with the same teachers. 3. Review and report possible needs for looping P4-Grade 4 classrooms and looping Grades 4-5 by Transitions committee. 4. Consider loops of 3-4 years for students with teachers that volunteer. 5. Mixed age and mixed ability grouping for instruction, with grouping and re-grouping of students as needed for individual or small group instruction and reinforcement. The school will not exceed class caps of 24 students assigned to each primary teacher. Temporary exceptions to the class size cap rule may be made in order to provide an appropriate assignment to a student newly enrolled in our school. Parent preferences for student placement shall be limited to written requests from the parent to the principal. The principal shall make the final decision on parent requests that do not upset the heterogeneous grouping of each classroom. The principal shall assign students to primary teachers in heterogeneous groups, with balanced numbers of male and female students, minority students, at-risk students, and special needs students. The principal shall report to the council at the regular meeting following completion of the assignments. **Policy for Primary/Elementary Scheduling** The school schedule should accomplish the following: 1. Provide quality teaching and learning time, with a minimum of six hours of instruction each day. 2. Provide varying learning time so that students are provided with as much time as they need to master content and skills. 3. Create a school climate that provides common planning time for teaching teams, promotes equity, and supports varied instructional methods. Our school council will implement parallel block scheduling to reduce instructional fragmentation, improve discipline, and provide regularly scheduled, yet flexible, opportunities for extended learning enrichment (Canady 1988, 1990; Canady and Reina 1993). The schedule will be designed for four base teachers and an extension center. In the extension center, students who need more time to learn receive assistance through reteaching and reinforcement, and they have opportunities for practice. Any pullouts for special services—special education, English as a second language, gifted and talented, or Title I—are provided during extension center time. Students who have mastered basic concepts work on enrichment activities. The extension center position can be staffed in different ways. Increasing homeroom size frees up regular teaching staff. An alternative is to staff the center with Title I, English-as-a-second-language, gifted and talented, or special education teachers. Still other options are to use the computer lab or a foreign language program as the extension center or to rotate library/media, guidance, and reading enrichment professionals for a specific period of time (three weeks, for example) The principal shall present a schedule for council approval by the regular meeting in March.

Leverage Point #5 continued…
Effective Learning Community:

Standard 4 The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1f. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

- **Most students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.**
- **Diverse student learning groups are formed based on instructional needs with occasional evaluation and adjustments.**
- **The SBDM council establishes a policy to maintain an effective student/teacher ratio for meeting the needs of all students.**
- **The master schedule is designed to provide the flexibility for teachers to switch teaching assignments in order to capitalize on other teachers' in-depth knowledge of specific topics.**

Key Research: Assignment of Students to Classes and Programs

Case Study: North Laurel High School, London, Kentucky (SREB)
No More General Track
http://www.sreb.org/programs/hstw/publications/case_studies/north_laurel.asp
"*We could have made superficial changes to meet state standards,*" Smith said, "*but we wanted our school to change fundamentally.*" The result has been a challenging program of study for all students, instructional practices to actively involve students, and guidance and extra help systems to boost student performance.

Case Study: Lee County High School and Lee County Area Technology Center (SREB)
Eliminating Low Level Courses
http://www.sreb.org/programs/hstw/publications/case_studies/lee_county_high.asp
The schools began by eliminating the general track, using applied instructional strategies and implementing a modified block schedule. During the ensuing years, the staff worked with a limited budget to institute project-based instruction, including projects that integrated mathematics, English, science and technical skills. Students were required to read more, write more, do oral presentations and keep journals.

High School Block Scheduling
http://education.umn.edu/carei/blockscheduling/Q&A/q&a.html
The 4X4 Block Schedule with 90-minute classes allows for greater flexibility in teaching activities and greater involvement by students. Students will continue to have a rigorous academic experience, but, hopefully, fewer classes will provide greater focus and less stress.

example) The principal shall present a schedule for council approval by the regular meeting in March.

Policy for Middle Level Scheduling
The school schedule should accomplish the following:
1. Provide quality teaching and learning time, with a minimum of six hours of instruction each day.
2. Provide varying learning time so that students are provided with as much time as they need to master content and skills.
3. Create a school climate that places value on common planning time for teaching teams, promotes equity, and supports varied instructional methods.

Our middle school will operate on 35-(5)-35-(15)-35-(10)-35-(5) Plan. Each grading period students attend regular classes for 35 days and have 5-15 days at then end of each for extended learning time, reteaching and/or enrichment.

The principal shall present a schedule for school council approval by the regular meeting in March to that will implement this schedule.

Policy for High School Scheduling
The school schedule should accomplish the following:
1. Provide quality teaching and learning time, with a minimum of six hours of instruction each day.
2. Provide varying learning time so that students are provided with as much time as they need to master content and skills.
3. Create a school climate that places value on common planning time for teaching teams, promotes equity, and supports varied instructional methods.

Every other week during the school year, the school shall alter the regular schedule so that each homeroom class meets for a full day on a rotating basis. During this day, the homeroom teacher will meet individually with each student for at least 15 minutes to review progress toward goals in the individual graduation plan. Students shall meet in teams and work on interdisciplinary units and project work under the supervision of the homeroom teacher.

The school lunch period shall be scheduled so that there is extended time in the middle of the day for extended time the library, gym, computer lab, and outdoor recreation for students. During this time, teachers shall schedule office time for extra help; club meetings and other activities also may be held. Several serving sites in the cafeteria are necessary to accommodate students purchasing lunch.

The principal shall present a schedule for school council approval by the regular meeting in March to that will implement this schedule for the following year.

Leverage Point #5 continued…
Effective Learning Community:

Standard 4 The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1f. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

- **Most students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.**
- **Diverse student learning groups are formed based on instructional needs with occasional evaluation and adjustments.**
- **The SBDM council establishes a policy to maintain an effective student/teacher ratio for meeting the needs of all students.**
- **The master schedule is designed to provide the flexibility for teachers to switch teaching assignments in order to capitalize on other teachers' in-depth knowledge of specific topics.**

Key Research: Staff Time Assignment

Finding Time for Teacher Collaboration
http://www.ascd.org/readingroom/edlead/9309/raywid.html
"Once time for teachers to collaborate has been found, how should it be allocated and scheduled? Experience to date recommends some useful criteria…. Finally, in finding the time for substantial, continuing teacher collaboration, two opposing concerns must be kept in mind: (1) it is neither fair nor wise to ask teachers to deduct all the time needed from their personal lives (like weekends and holidays), even with compensation; and (2) conscientious teachers are reluctant to be away from their classrooms for an extended time unless they can feel confident about what's happening in their absence. Thus, schools need ongoing, carefully planned programs for classroom coverage."

Educators As Learners: Creating a Professional Learning Community In Your School
http://www.ascd.org/readingroom/books/wald00book.html
"With this work, we are forging into the future; and we invite you to join us in this collaborative learning adventure."

Job Sharing: One Teacher's Perspective
http://www.ascd.org/readingroom/classlead/9802/class02a.html

Study Groups Foster Schoolwide Learning
http://www.ascd.org/readingroom/edlead/9211/murphy.html
"First, for study groups to achieve the above purposes, participation should not be voluntary. It is not optional that student learning improves and that schools get better. Volunteerism supports individual, not organizational, development. I understand that there is a fine line between individual rights and the rights of the organization. While I support the individual in selecting development activities that meet personal needs, those individual rights should not hinder the organization's progress…"

Key Policy: Staff Time Assignment

The principal shall assign staff member's instructional and noninstructional time in a manner that:

1. Fully supports the implementation of the student assignment policy and school schedule policy.
2. Allows flexibility to switch teaching assignments in order to teach in an area of expertise as needed, to assist beginning teachers or work with colleagues on interdisciplinary units.
3. Allows flexibility to switch teaching assignments on an annual basis, so that length of time in a current assignment and number of past requests that could not be granted are treated as factors in favor of each request.
4. Allows staff members the opportunity to meet with teams of teachers on a regular basis to examine student work, assess student work, and plan interdisciplinary units and performance tasks with other professionals.
5. Provides each teacher with a duty free lunch.
6. Does not require homeroom teachers to perform lunchroom duty or bus duty so that teachers can be available to students.
7. Requires every certified staff member to participate in a study group for the purpose of studying best practices and current research in their profession.

To complete these assignments, the principal shall:

1. By April 1, invite all returning staff members to indicate their preference for continuing or changing assignments in writing for the next school year.
2. By May 15, notify all returning staff members in writing of their assignments for the next school year.
3. Notify the council of how staff members were assigned at the next regular council meeting after the assignments are made.
4. Update the council of any changes in how teachers have been assigned for the school year as the year progresses.

The principal may alter assignments during the school year:

1. When necessary to respond to unanticipated enrollment changes.
2. When necessary to respond to unanticipated staffing changes.
3. When the principal and affected teachers agree that a change is needed.
4. When the council changes other policies or the comprehensive improvement plan and recognizes in the minutes of a council meeting that those changes may require changes in staff time assignment that cannot be put off until the start of a subsequent school year.

Leverage Points #6 and #7:

Removing Barriers to Student Learning

Standard 5 The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

🔑 5.1b Structures are in place to ensure that all students have access to all of the curriculum (e.g., school guidance, FRYSC's, ESS).

- **Students enter and exit ESS as needed.**
- **The ESS program is designed to support and promote individual student achievement in all subject areas.**
- **Federal and state programs for at-risk students promote and support high levels of student learning.**
- **The school guidance program supports student learning.**
- **The school/district provides a variety of technology for students to access the common academic core (e.g., distance learning, virtual high school, computer assisted learning).**
- **The SBDM council/local board has a written policy that ensures all students have equal access to a common academic core.**

🔑 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

- **ESS teachers communicate with classroom teachers regarding student achievement.**
- **Staff utilizes ESS instructional time to promote and support student achievement.**
- **Supporting programs (e.g., Title I, ESS) are assessed and refined to meet the needs of the students.**
- **There is collaboration among various programs (e.g., Title I, ESS, FRYSC, school guidance programs) regarding student achievement.**
- **Co-curricular programs support student**

Key Research: Extended School Services (ESS)

Extending Learning Time for Disadvantaged Students
http://www.ed.gov/pubs/Extending/brochure/brochure.html
These goals promote high academic and behavioral standards and cultivate productive links between the student and the world beyond the classroom. Promising practices include:

- Careful planning and design
- Links between the extended time and the regular academic program, which connect the added time to school experiences.
- A clear focus on using extended time effectively.
- A well-defined organization and management structure.
- Parent and community involvement.
- A strong professional community.
- Cultural sensitivity.
- A willingness to resolve or work around obstacles. (Extended-time programs for disadvantaged students face many challenges to planning and implementation, including problems with attendance, transportation, staffing, and safety during nonschool hours. Good programs find ways to resolve or work around these obstacles. In particular, programs that have experienced long-term success appear to have solved the problems of reliable transportation and locating the program in a safe, central location.)
- Extended-time tutoring and homework help sessions.
- Thoughtful evaluation of program success.

Concluding Observations About Time and Student Learning
http://www.ed.gov/pubs/SER/UsesofTime/chap3-3.html#conclude
The most important lessons learned are the following:
1. Simply adding more classroom time to the school year or day is a weak reform strategy .
2. More academic time is not necessarily needed if there is flexibility to reconfigure existing time in ways that make more sense to students and teachers.
3. Extending noninstructional time at school has important impacts on students.

Key Policy: Extended School Services (ESS)

The purpose of Extended School Services in our school is to offer students and teacher's additional flexibility and learning time needed to meet curriculum goals. The Extended School Services program will function under the following guidelines:

Part I: A comprehensive improvement planning component shall be included in the annual comprehensive improvement plan. The CP component should establish clearly defined needs and goals; determine the best time of the day, week, or year to offer the program and the amount of time to be added to student's learning opportunities; and estimate program costs based on the school's ESS budget.   Collaboration with other schools should be part of the program. The school council will approve this component when they approve the comprehensive improvement plan each year.

Part II: Links shall be established between what students experience in ESS and the regular academic program. These connections shall be made in several ways: (1) regular classroom teachers, parents, and principals refer children to the program and provide information on students' needs; (2) regular classroom teachers staff the extended-time activities, increasing the programs' coordination and continuity with classroom activities; and (3) programs use textbooks and materials from the students' regular classes for extended-time tutoring and homework help sessions.

Part III: The ESS program shall have a clear focus on using extended time effectively. All ESS staff shall use instructional practices that actively engage students' attention and commitment. These practices may include traditional classroom methods, such as individualized instruction, but shall include a variety of instructional methods that are supported by brain research and best practice and compliment the instruction in the regular classroom.

Part IV: A well-defined organization and management structure. The principal shall be responsible for hiring and supervising staff after consultation with the school council, assigning individual students based on school council policy, monitoring student and staff performance, and guiding the program. The principal or designee shall report the school council at each regular council meeting on the progress of students in the ESS program toward the intended goals. No student should be turned away from ESS because of transportation issues. The principal shall coordinate with the district transportation director and Family Resource or Youth Services Center director to arrange transportation for students who need ESS.

Part V: A professional community trained and informed about ESS program goals shall exist in the school. Professional staff development shall be provided to all teachers that, at a minimum, offers an orientation to ESS program goals and objectives, curriculum, and requirements. Other areas for staff development may include expansion of the ESS teachers' instructional repertoires, ideas for authentic activities and hands-on activities, interpersonal skills, subject-matter expertise, cultural awareness, techniques for working with students with special needs, and student assessment. Bilingual ESS instruction should be made available for students who need it.

Part VI: Reduction of barriers to program effectiveness. Problems with attendance, transportation, staffing, and safety during the ESS program shall be monitored by the principal. Barriers that are ongoing and that cannot be resolved by the principal should be reported to the council for consideration. The council shall communicate to the district ESS coordinator and superintendent in writing any barriers that they are unable to resolve at the school level, and request specific assistance

learning and most students have access to the programs.

- **The school provides most students with opportunities for active citizenship and service learning.**

Leverage Points #6 and #7 cont…
Removing Barriers to Student Learning
Standard 5 The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1b Structures are in place to ensure that all students have access to all of the curriculum (e.g., school guidance, FRYSC's, ESS).
1. **Students enter and exit ESS as needed.**
2. **The ESS program is designed to support and promote individual student achievement in all subject areas.**
3. **Federal and state programs for at-risk students promote and support high levels of student learning.**
4. **The school guidance program supports student learning.**
5. **The school/district provides a variety of technology for students to access the common academic core (e.g., distance learning, virtual high school, computer assisted learning).**
6. **The SBDM council/local board has a written policy that ensures all students have equal access to a common academic core.**

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.
1. **ESS teachers communicate with classroom teachers regarding student achievement.**
2. **Staff utilizes ESS instructional time to promote and support student achievement.**
3. **Supporting programs (e.g., Title I, ESS) are assessed and refined to meet the**

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4. Flexibility of educational time is an especially important characteristic for schools that serve high school students at risk of school failure.

Key Research: Extended School Services (ESS)

Extended Learning: Issues
http://www.ncrel.org/sdrs/timely/extiss.htm

Research suggests that the positive effects of extended learning programs come from high-quality programs that emphasize meaningful, engaged learning and that are developed and implemented in partnerships with families, schools, and communities (Pittman & Irby, 1996; Posner & Vandell, 1994; Pederson, DeKanter, Bobo, Weinig, & Noeth, 1998). Such programs occur in a safe, secure environment and aim to meet the physical and developmental needs of the whole child by including academic, recreational, and cultural components (Fashola, 1998).

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from the district to remove the barrier. The ESS program will be located in an area of the school easily accessible to the students and families.

Part VII: Extended-time tutoring and homework help sessions. The principal or his or her designee shall meet regularly with classroom teachers who have referred students to ESS to discuss each student's achievements and needs. ESS shall not be used solely to help students complete homework. All teachers should ensure that students leave their classroom prepared to complete their homework independently, in keeping with the school's philosophy that homework is independent practice of skills learned in the classroom. ESS time shall be used to deliver instruction to students who need more time and more intensive instruction to produce proficient work. Examples of proficient work from each teacher that are targeted at specific needs of each student shall be provided to the ESS teacher(s), who shall share the information with students and who shall deliver instruction to students that allow them to achieve proficient work.

Part VIII: the Comprehensive improvement Planning committee and the principal shall complete in-depth evaluation of the extended school services program annually.   Student progress should be assessed not only by typical measures of academic achievement, but also by outcomes such as students' leadership and team effort. A report on the number of students in ESS who progressed towards or met standards for proficient work should be compiled by the ESS teacher and regular classroom teacher(s) for each grading period, and forwarded by email to the principal, who shall place the report on the agenda of the next regular council meeting as a discussion item. The principal and Comprehensive improvement Planning committee shall make an annual report on the success of the ESS program and any program improvements needed to the school council at the regular monthly meeting in August.

Additional Extended Learning Time/ESS Policy Sample:

Sample Policy A: Teachers who refer students for Extended School Services (ESS) shall complete a referral report listing a description of the academic problems exhibited by the student, listing other intervention strategies attempted prior to the referral, and recommending instructional objectives to be accomplished while the student is enrolled in the ESS program. ESS teachers shall schedule a weekly conference with the referring teachers to discuss strategies to be attempted in the ESS program, to discuss academic progress made by the student, and to consult on the continuation or removal of the student from the ESS program. If the student is also receiving services from the Title I program, every effort will be made to include the Title I teacher in the conference as well.

needs of the students.
4. **There is collaboration among various programs (e.g., Title I, ESS, FRYSC, school guidance programs) regarding student achievement.**
5. **Co-curricular programs support student learning and most students have access to the programs.**
6. **The school provides most students with opportunities for active citizenship and service learning.**

Leverage Points #8, #9, #10 and #11: Professional Development

Applicable Standards and Leverage Points (Indicators): Standard 6
The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.
- **The school/district has identified instructional needs for the professional staff and has developed a plan to address these needs.**
- **The school plans for professional development address both the needs of individual teachers and the school-wide focus for improvement, and it emphasizes on-going activities and follow-up (e.g., study groups, action research).**
- **The professional development needs of individual staff members have been identified and are used to determine school-wide needs.**
- **Local school board/SBDM council has a written policy that addresses professional development issues (e.g., needs assessment, school-wide plan, resource allocation).**

6.2c The school/district effectively uses the employee evaluation and the individual

Key Research: Professional Development

Teacher Learning That Supports Student Learning
http://www.ascd.org/readingroom/edlead/9802/darlinghammond.html
Professional development strategies that succeed in improving teaching share several features (Darling-Hammond and McLaughlin 1995). They tend to be:
- experiential, engaging teachers in concrete tasks of teaching, assessment, and observation that illuminate the processes of learning and development;
- grounded in participants' questions, inquiry, and experimentation as well as profession wide research;
- collaborative, involving a sharing of knowledge among educators;
- connected to and derived from teachers' work with their students as well as to examinations of subject matter and teaching methods;
- sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice; and
- connected to other aspects of school change.

These approaches shift from old models of "teacher training" or "inservicing" to a model in which teachers confront research and theory directly, are regularly engaged in evaluating their practice, and use their colleagues for mutual assistance.

Professional Development That Improves Learning: A Winning Combination – QUILT
http://www.ael.org/rel/quilt/overview.htm

"QUILT stands for Questioning and Understanding to Improve Learning and Thinking. Effective questioning creates an environment, which leads to greater interaction and better

Professional Development Policy

The purpose of professional development is the creation of learning communities in which everyone—students, teachers, principals, and support staff—are both learners and teachers who can be effective stewards of the school's mission. The ultimate criterion against which the effectiveness of professional development shall be judged is the effect on student learning in our school.

Part I: Systemic Committee Planning Process

The professional development committee shall include at least one teacher from each level and/or content area in the school, and at least one parent from each grade level. The professional development committee shall develop a school wide plan for professional development that helps implement the student achievement goals in the comprehensive improvement planning process.

Part II: Systemic Plan Standards

The school professional development (PD) plan shall show clear movement away from one-shot staff development workshops with no thought given to follow-up or how a technique fits in with those that were taught in previous years, to more learning activities for teachers and professional staff that are designed and implemented by the school faculty, with the district's professional development coordinator providing technical assistance and services to support the work of the school.

The PD plan shall show clear movement away from a focus on adult needs and satisfaction to a focus on student needs and learning outcomes, and changes in on-the-job behaviors. Rather than basing staff development solely upon the perceptions of educators regarding what they need (e.g., to learn about classroom management), staff development planning processes will begin by determining the things students need to know and be able to do and working backward to the knowledge, skills, and attitudes educators must have if those student outcomes are to be realized.

The PD plan shall show clear movement away from training conducted away from the job as the primary delivery system for staff development to multiple forms of job-embedded learning. Although well-designed training programs followed by coaching will continue to be the preferred method for the development of certain skills, the school plan shall also provide for learning through action research, participation in study groups or small-group problem solving, observation of peers, journal writing, and involvement in improvement processes (e.g., participation in curriculum development and school improvement planning).

The PD plan shall show clear movement away from an orientation toward the transmission of knowledge and skills to teachers by "experts"

the employee evaluation and the individual professional growth plan to improve staff proficiency. (This indicator is outside SBDM council authority. School councils have no role in the evaluation and growth plans of personnel. The school principal must ensure implementation of these indicators.)

- **The components of employee evaluations and individual growth plans correlate with areas of the school's instructional needs and staff needs.**
- **The individual growth plan is developed from the needs identified on the employee evaluation.**
- **The individual growth plan fosters purposeful reflection and refinement of practice.**

Leverage Points #8, #9, #10 and #11 cont…
Professional Development

6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals. (This indicator will be addressed in the Key Policy for Standard 9 leverage points.)

- **The school's/district's comprehensive improvement plan is based on analysis of multiple forms of data, includes an action plan to address the needs, and uses the resources available to address the instructional leadership needs in a responsible manner.**
- **The leadership regularly reviews the Interstate School Leaders Licensure Consortium (ISSLC) standards to ensure that they are being addressed.**

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices. (This indicator is outside SBDM council authority. The school principal must ensure

mastery of material. QUILT teachers get every student involved in answering every question. QUILT students get involved in discussions that require higher-level thinking. QUILT classrooms teach problem solving, decision-making, conceptualizing, critical thinking, creative thinking, and metaphoric thinking. And it works in every classroom, whatever the grade level or content area.

A New Vision for Staff Development
http://www.ascd.org/readingroom/books/sparks97toc.html
"Ultimately, systemic change efforts must be judged by their contribution to student learning. While participants' satisfaction is a desirable goal, assessment efforts must also provide information about changes in on-the-job behavior, organizational changes, and the improved learning of all students."

Key Research: Professional Development

Description of Collegial Investigation - QUEST
http://www.ael.org/rel/quest/colleg.htm
"QUEST engages schools in processes that involve the broader school community in developing a vision and setting goals."

"The process of collegial investigation was first developed as a tool for teachers to learn more about their own classroom questioning practices and how these helped or hindered student learning. The developers discovered that the process of action research and disciplined discussion helped teachers see their own classrooms differently; for example, assumptions under which teachers had always operated came into serious question after data collection and analyses. The experience promoted more meaningful learning than did traditional methods, in which teachers are told what constitutes best practice and why."

How to Organize a School-Based Staff Development Program
http://www.ascd.org/readingroom/books/wood93book.html
"RPTIM is based on the belief that the school is the primary unit of change and that careful long-range planning is essential to realizing improvement. The model advocates the development of commitment, ownership, and a positive, supportive school climate; the continuous involvement of all staff members in professional development; and the design of inservice education

to the study by teachers of the teaching and learning processes. Teachers will develop their own expertise by spending an increasingly larger portion of their workday in various processes that will help them continually improve their understanding of the teaching and learning process. Teachers will regularly use action research, study groups, and the joint planning of lessons, among other processes, to refine their instructional knowledge and skills.

The PD plan shall show clear movement away from a focus on generic instructional skills to a combination of generic and content-specific skills. Although staff development related to cooperative learning, mastery learning, and mastery teaching, among other topics, may continue, more staff development of various forms shall focus on specific content areas such as the teaching of reading, mathematics, science, language arts, and social studies. Teachers' possessing a deeper understanding of both their academic disciplines and of specific pedagogical approaches tailored to those areas.

The PD plan shall show clear movement away from staff developers who function primarily as "trainers" to those who provide consultation, planning, facilitation, and follow-up services as well as training. Staff developers may be called on to facilitate meetings or to assist various work groups (e.g., a school faculty, the comprehensive improvement planning committee, vertical teaching teams) analyze data or develop school improvement plans.

The PD plan shall show clear movement away from staff development provided by outside trainers to staff development as a critical function and major responsibility performed by administrators and teacher leaders. Job-embedded staff development means that principals and teachers, among others, must see themselves as teachers of adults and view the development of others as one of their most important responsibilities.

The PD plan shall show clear movement away from staff development directed toward teachers as the primary recipients to continuous improvement in performance for everyone who affects student learning. To meet the educational challenges of the 21st century, everyone who affects student learning must continually upgrade his or her skills, including principals, teachers, the various categories of support staff (e.g., instructional aides, secretaries, bus drivers, custodians), and parents and community members who serve on policy-making councils and planning committees.

Part III: Organization of Professional Development Offerings

The Professional Development Committee shall write plan components that accomplish the following:

- Help teachers meet student needs identified in our comprehensive improvement plan
- Meet individual learning needs in professional growth plans of teachers and administrators that will help students meet the standards
- Acknowledge the KDE Benchmarks for Professional Development

The council's annual budget will identify resources available for each type of need. For needs identified in the comprehensive improvement plan, the person listed on the plan as responsible for that activity shall make the needed arrangements for facilitators, supplies, schedule, follow-up or job imbedded activities and other needs, and shall complete purchase orders for any required expenses.

For needs identified in individual professional growth plans, that staff member shall make the needed arrangements for facilitators, supplies, schedule, and other needs, and shall complete purchase orders for any required expenses.

implementation of these indicators.)

- **Leadership adheres to all state statutes and district policies for personnel evaluation.**
- **The professional growth plan of teachers is based on formal evaluation and teacher self-assessment of needs for professional growth.**
- **Leadership provides assistance in developing teacher Individual Growth Plans (IGP).**
- **The school/district leadership provides feedback on instructional issues to individual staff members on a regular basis.**
- **Teachers are provided with professional development based on evaluations and individual needs for professional growth.**

that is based on what is known about adult learners.

Professional Development Resources and Links (NCREL)
http://www.ncrel.org/sdrs/areas/pd0cont.htm
Check out the latest national research on professional development at the North Central Regional Education Laboratory.

Professional Development Web Page, KDE
http://www.kde.state.ky.us/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=SUBMIT%3DSearch&host_id=1&page_id=367&query=PD&hiword=PD+
The Kentucky Department of Education maintains a professional development resources page with updated information for Kentucky practitioners.

The principal shall check that each such order is within the funds available, the KDE benchmarks for professional development, the criteria listed in the comprehensive improvement plan or professional growth plan, and any requirements of existing bid lists. If those steps are met, the principal shall take all steps needed to purchase the items listed, and no further council approval shall be needed.
Teachers who attend opportunities such as content area academies, Kentucky Reading Project, or Kentucky Writing Project shall be reimbursed for their expenses from school professional development funds as per the reimbursement procedures in local board policy.

Part IV: Evaluation of Effectiveness

Based on the stated purpose for professional development at our school, the ultimate criterion against which the effectiveness of professional development shall be judged is the effect on student learning in our school. The School Council shall analyze student performance data each October and forward the data to the Professional Development Committee for any necessary adjustments or changes to the school's comprehensive improvement plan. The Professional Development Committee shall submit a written report to the principal by November 1 of each year. The principal shall include the report on professional development as a discussion item on the school council agenda for the regular meeting in November.

Leverage Points # 12 and #13: Planning & Alignment with Kentucky Standards	Key Research: Using Student Data for Planning	Using Student Data for Planning
Applicable Standards and Leverage Points (Indicators) **Standard 7** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. 🔑 7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills. (This indicator is outside SBDM council authority. School councils have no role in the evaluation and growth plans of principals.) • **The growth plans of all administrators focus on effective leadership skills designed to support student achievement.** • **The growth plans of all administrators are based on needs identified by using information from Interstate School Leaders Licensure Consortium (ISLLC) standards and a needs assessment process (e.g., Comprehensive improvement Plan, Effective Instructional Leadership Act [EILA]).** • **The growth plans are reviewed and revised annually, assessing the level of growth plan implementation and its impact on the school's instructional program and student achievement.** 🔑 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan. • **School/District leadership analyzes available data comparing academic achievement with income level, race,**	*Using Student Assessment Data: What Can We Learn From Schools?* http://www.ncrel.org/policy/pubs/html/pivol6/nov2000.htm In spite of the barriers that have been described, some schools were making significant efforts to use student assessment data to guide their school improvement efforts. Each of the following strategies were used by these schools to make the task of analyzing and using assessment data more attainable, efficient, and meaningful. • *Limit assessments to those with a specific purpose and those that contribute to a common "vision" for student achievement.* • *Align assessment, standards, curriculum, and instruction.* • *Provide professional development opportunities in student assessment for all teachers and staff.* • *Make time to involve teachers in planning and implementing school assessments.* • *Define the purpose of assessment data.* Schools that have committed to using student assessment data use it to: • Monitor student progress. • Evaluate where assessments converge and diverge. • Judge the efficacy of local curriculum and instructional practices. *Kentucky Comprehensive improvement Planning* http://www.kentuckyschools.net/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm Kentucky's Comprehensive improvement Planning website contains materials for schools for download that will assist them with data analysis and planning at the school level. *Kentucky's Student Performance Standards* http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=19988856&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=673&query=standards	The school council will conduct an annual analysis of student data from the CATS information provided by the Kentucky Department of Education to schools by October 1 or each year. Data analysis shall be conducted as follows: 1. The school council shall review the disaggregated student data and the individual school growth chart for their school at a special called council meeting immediately following the release of the assessment data to the school. The principal shall present the data to the council in such a way that the school council can make a determination about whether the school's current course set in the comprehensive improvement plan, when implemented, will continue to improve the school. The school council will decide at this meeting to continue with the comprehensive improvement plan as is, or to send the data to the School Planning committee for further analysis and for changes to the comprehensive improvement plan. At this meeting, the school council shall identify any specific equity issues that should be addressed by the school and imbedded within the plan. 2. The principal shall meet with all faculty to review the disaggregated CATS data not later than one week of receiving the data at the school and to inform the faculty of the school council's decision to continue with the comprehensive improvement plan as is, or to make changes to the plan. 3. Team leaders in the school will meet with their teams during the months of October and November to conduct item analysis of the student data by content area. Each team leader shall report the team's findings in writing and the team plan for assisting individual students through email to the principal by the end of November. The team shall include in the report any needs for teacher training in instructional practices, content areas, or other areas that will improve student performance. 4. The principal shall compile and report the team findings to the school council at the regular council meeting in December, along with any recommendations from the teams for professional development needs of teachers. The principal shall forward team reports and his or her report compiling the team's findings to the chairperson of the comprehensive improvement planning committee for their information and use. 5. This cycle shall be repeated every year to ensure continual school improvement, equity for all, and progress toward proficiency for each student.

and gender.

- **Information on disaggregated data for diverse populations is presented to the school staff.**
- **Recommendations are made to incorporate disaggregated data into the school's Comprehensive improvement Plan.**

Leverage Points # 12 and #13 cont…
Planning & Alignment with Kentucky Standards

Applicable Standards and Leverage Points (Indicators)
Standard 7   School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills. (This indicator is outside SBDM council authority. School councils have no role in the evaluation and growth plans of principals.)

- **The growth plans of all administrators focus on effective leadership skills designed to support student achievement.**
- **The growth plans of all administrators are based on needs identified by using information from Interstate School Leaders Licensure Consortium (ISLLC) standards and a needs assessment process (e.g., Comprehensive improvement Plan, Effective Instructional Leadership Act [EILA]).**
- **The growth plans are reviewed and revised annually, assessing the level of growth plan implementation and its impact on the school's instructional program and student achievement.**

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse

&hiword=STANDARDS+
As schools in Kentucky analyze their data, Kentucky's student performance standards are the benchmarks.
Key Research: Using Student Data for Planning

Standards and Indicators for School Improvement
http://www.kentuckyschools.net/KDE/Administrative+Resources/School+Improvement/Standards+and+Indicators+for+School+Improvement/default.htm
Visit this page to download Kentucky's Standards and Indicators for School Improvement document and read about Kentucky's standards for data analysis and planning in Standards 7 and 9.

Additional Planning and Professional Development Policy Samples

Note: The school council does not have a direct role in the planning of individual growth plans for employees, but they may create some conditions whereby those who do have a direct role can more easily administer these growth plans.

Sample Policy A: If an individual or group of staff wish to participate in a professional development activity other than those specified in the professional development plan component of the School Improvement Plan, and they wish to count the experience for professional development credit, or they wish to receive funding for the activity from the school council's professional development budget, the individual or group shall submit a request in writing to the professional development committee. The request must demonstrate that it will help the school achieve one or more of the academic objectives adopted in the School Improvement Plan. If the professional development committee is convinced that the request will assist the school in achieving the academic objective, the may recommend the request to the school council for final approval.

Sample Policy B: The school council shall allocate an amount equal to 5% of the funds allocated to the school council for professional development to be used at the discretion of the school principal to provide professional development opportunities for the principal related to those initiatives identified in the principal's professional growth plan.

Sample Policy C: By no later than ten working days after receipt of the annual state assessment report, the School Improvement Planning Committee shall convene to begin a process of review and analysis of the data. The data analysis shall result in a report presented to the school council no later than one month after the date of the initial convening of the School Improvement Planning Committee. The report shall include information including conclusions on student progress school wide, as well as reports on student performance based on race, socio-economic status, gender, and grade level for each academic area reported on the state assessment report. Written copies of the report shall be disseminated to the school staff and the principal shall conduct a faculty meeting to explain the report and respond to questions from staff about the data.

Sample Policy D: Academic objectives ultimately approved by the school council shall contain objectives designed specifically to address identified academic deficiencies based on the review of disaggregated assessment data.

Sample Policy E: The school council shall annually review data on its students' performance as shown by the Commonwealth Accountability Testing System. The data shall include, but not be limited to, information on performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of data, the school council shall adopt a school improvement plan to ensure that each student makes progress toward meeting state academic standards. This process shall begin no later than September 15 of each academic year and a plan shall be adopted no later than May 15 or each academic year.

population, communicates the information to school staff and incorporates the data systematically into the school's plan.

- **School/District leadership analyzes available data comparing academic achievement with income level, race, and gender.**
- **Information on disaggregated data for diverse populations is presented to the school staff.**
- **Recommendations are made to incorporate disaggregated data into the school's Comprehensive improvement Plan.**

Leverage Points #14 and #15:
Data Driven School Budget Process

Applicable Standards and Leverage Points (Indicators)
Standard 8 There is evidence that the school is organized to maximize use of all available resources to support high student and staff performances. (Also see indicator 7.1.d.)

8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

- **Expenditures of discretionary funds support the mission and belief statements of the school/district.**
- **Policies and/or operational procedures are developed for budget planning and fund distribution.**
- **The SBDM council conducts a needs assessment for budget planning purposes, involving staff.**
- **Expenditures of discretionary funds relate directly to an identified school need or meet the operational procedures established for fund distribution.**
- **Appropriate data are used in making funding decisions.**

Key Research: Data Driven School Budget and Spending Process

Rethinking the Use of Educational Resources for Higher Student Achievement
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/go600.htm

"Creating standards-based schools that are accountable for helping all students reach higher levels of achievement requires schools and districts to rethink their educational resources--especially time, staffing, and money. As districts begin to support schools in becoming increasing accountable for results, they are finding that schools need: more time for students in academic subjects and more individualized attention; time and dollars for ongoing teacher professional development and planning; and investment funding for the purchase, introduction, and classroom implementation of new curriculum materials and teaching practices aimed at higher standards.

Resource Allocation
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/go6lk35.htm

Miles and Darling-Hammond (1997) suggest that resource reallocation can be implemented in the following ways:
- reducing specialized programs and creating more generalized roles for teachers
- developing flexible student groupings that are targeted to students' needs
- restructuring the school schedule and student groupings to encourage personal relationships between students and teachers

Sample School Budget & Spending Policy

Part I: Standards for Budget Decisions
- The school council shall focus all budget decisions on student learning in response to the mission of the school, the school needs assessment data, relevant educational research, best practices, and Kentucky state standards.
- To achieve these goals, the budget process must be integrated with the comprehensive improvement planning process that focuses our school on our mission, including our learning goals, data, research, and community concerns.
- Our spending process must empower teachers, create clear records that are available to all stakeholders, be open to all stakeholders for review and comment, and allow for flexibility when needed if actual spending differs from projections so that any given year's resources are spent to the greatest advantage for that year's students.

Part II: Budget Categories and Munis Accounting
The school budget committee should draw up an annual budget that uses spending categories that will make sense to all stakeholders in our school. The principal will be responsible for ensuring that expenditures in the final budget categories are correctly coded in the MUNIS accounting system.

Part III: Budget Plan Preparations
By February 1 of each year, the Budget Committee shall estimate expenses (using spending categories that make sense to most stakeholders) for the coming year needed to:
- Implement our comprehensive improvement plan fully.
- Maintain other programs at the current level of quality.
- Keep our library-media center current for students and teachers (based on a report by the school library-media specialist).
- The budget committee shall submit their estimated budget to the school council at the regular meeting in February each year for review, discussion, and possible changes. The committee should be prepared to discuss how the budget would help implement the comprehensive improvement plan.

Part IV: Budget Plan Development and Discussion
Prior to March 15, the school budget plan for the coming year shall be circulated to the school council, the school staff, and all parents serving on school council committees, and shall be posted on the school council bulletin board for public review. Any comments or suggestions should be made in writing and considered by the school budget committee.

funding decisions.

8.2c School council and school board analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.
- **The school/district has operational and review procedures to ensure that requests meet the plans and identified priorities.**
- **Budget decisions are reflected in the Action Component of the Comprehensive improvement Plan.**
- **Funds are expended in accordance with the Comprehensive improvement Plan and grant requirements.**

Leverage Points #14 and #15:
Data Driven School Budget Process

Applicable Standards and Leverage Points (Indicators)
Standard 8 There is evidence that the school is organized to maximize use of all available resources to support high student and staff performances. (Also see indicator 7.1.d.)

8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.
- **Expenditures of discretionary funds support the mission and belief statements of the school/district.**
- **Policies and/or operational procedures are developed for budget planning and fund distribution.**
- **The SBDM council conducts a needs assessment for budget planning**

- creating longer and more varied blocks of instructional time
- providing more common planning time and professional development activities for teachers
- redefining staff roles and the work day."

A Better Return on Investment: Reallocating Resources to Improve Student Achievement
http://www.ncrel.org/policy/pubs/pdfs/booklet.pdf
This is a book and cassette tape set that discusses recent research and best school and district practices for re-allocating resources to improve student achievement. There is an online version of the book available for viewing on the web site.

Key Research: Data Driven School Budget and Spending Process

Redesigning School Finance: Moving the Money to the School
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/go300.htm

The objective of school-based financing is to redesign school and district financing to support school restructuring and high-performance management. Decision-making authority over the school budget is a key prerequisite to effective restructuring. Under this approach, the state would allocate most dollars in a lump sum directly to schools. An even more radical approach would be for states over time to fund schools directly; states with charter schools and public school choice programs are already using this strategy.

Priority on Learning: Efficient Use of Resources
http://www.ed.gov/databases/ERIC_Digests/ed384951.html

The National Education Association's Robert Barkley, Jr. says schools should select a specific content area or approach to improving achievement and then decide what the indicators of improvement will be. All people must know what those indicators are and devote their resources to it. He says that "those

Part V: Budget Plan Revision and Approval
- The school council shall adopt a tentative budget for the next school year at the regular meeting in March of each year.   The school council should submit any Section 7 requests in accordance with school board policy and timelines.
- The principal shall submit a standardized budget using MUNIS accounting codes to the central office within one week after approval by the school council.
- The principal shall ensure that all relevant budget amounts and spending codes are incorporated into the school's comprehensive improvement plan.

Part VI: Selection of Textbooks
The school council shall appoint an ad hoc committee to review textbooks each year. The committee should include the appropriate content area teachers, a cross-section of grade level teachers, parents, and students.
The textbook committee shall ensure that:
- All textbooks chosen appropriately reflect the achievements of other cultural traditions our students may encounter in our community and later in life.
- Textbooks were selected after the textbook committee has developed criteria for textbooks for the specific content area based on the state's Core Content for Assessment and Curriculum Standards.

The textbook committee shall:
- Obtain textbook samples including consumables, CDROM s or manipulatives.
- Identify the textbooks and related materials that will best meet the criteria.
- Determine the numbers of textbooks needed.
- Avoid excess carryover funds in the textbook account.
- Complete textbook order forms and forward to the principal.
- The principal shall complete the process to order the textbooks, and no further council approval shall be needed.

Part VII: Fiscal Record Keeping and Monitoring
The principal shall ensure that all spending records required by the state and districts are maintained and shall keep copies of all records in a location that can be accessed for open records review.

The principal shall prepare a quarterly budget report for the school council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category. The report shall be give at school councils meetings in October, January, March, and July unless more frequent reports are requested by the school council.

The principal shall inform the school council and budget committee of any changes in the council's general fund, the status of Section 7 requests and allocations, and any changes in the school's allocation for professional development at the next regular council meeting after receiving the information

Additional Budget Policy Samples

Sample Policy A: Upon receipt of the March 1 allocation from the local school board, the budget committee shall be notified of the amounts available. The budget committee shall, by no later than March 15, conduct a needs assessment survey of faculty to determine the

assessment for budget planning purposes, involving staff.

- **Expenditures of discretionary funds relate directly to an identified school need or meet the operational procedures established for fund distribution.**
- **Appropriate data are used in making funding decisions.**

8.2c School council and school board analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

- **The school/district has operational and review procedures to ensure that requests meet the plans and identified priorities.**
- **Budget decisions are reflected in the Action Component of the Comprehensive improvement Plan.**
- **Funds are expended in accordance with the Comprehensive improvement Plan and grant requirements.**

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schools that are effective are those that have reached a consensus in their school community."

Efficient Use of Resources
http://www.ed.gov/databases/ERIC_Digests/ed384951.html

"Money matters, the Committee on Economic Development (CED 1994) concludes, "but only if schools are organized to use it effectively to promote achievement." School boards and superintendents must "ensure that sufficient funds get to the classroom to improve learning." According to the CED: District policies should induce schools to reallocate expenditures for more effective uses within current real spending levels. Individual schools must have greater control of resources. Increases in real resources should be tied to progress toward agreed-upon achievement goals in a school investment plan or performance contract with the district."

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budget priorities of the group. The budget committee shall, by no later than March 15, conduct a needs assessment survey of a random sample of parents to determine the budget priorities of the group. The budget committee shall, by no later than March 15, conduct a hearing open to the public at which members of the community shall be invited to discuss budget priorities with the committee. This hearing shall be conducted on a weeknight to be selected by the budget committee members, and shall be held at 7:00 PM in the school library. The budget committee shall receive budget requests from the various department chairs/grade level chairs/team leaders by no later than March 15. The budget committee shall use the data gathered in needs assessment and hearings, along with objectives established in the school improvement plan (comprehensive improvement plan) as the basis upon which they make any budget recommendations to the school council for their approval. The budget committee shall prepare a recommended budget, using the data listed above, to the school council by no later than school council's regular meeting in March. The recommended budget shall be subject to the school council's amendment and approval. Upon approval of a budget, the principal shall be solely responsible for administering the school council budget as it is approved.

Sample Policy B: The principal shall prepare and present a written report at each regular meeting of the school council on expenditures and balance in the various activity funds making up the general fund at the school. Any unencumbered and unbudgeted funds available in the school general fund may be expended by the school council to support the instructional program, so long as the expenditure is directly related to accomplishing a goal in the school improvement plan. Only the school council shall have the authority to encumber and budget funds in the school general fund.

Sample Policy C: The school council shall report any "Section 7" budget requests to the local superintendent, for submission to the local board of education, by no later than April 1. Section 7 funds requested shall be based on unfounded needs identified through the normal budget building process. All Section 7 requests and the priorities of those requests shall be based on needs and/or objectives listed in the school improvement plan (comprehensive improvement plan). All Section 7 requests shall be approved by the school council prior to their submission to the superintendent and local board of education.

Leverage Points #16 and #17
Comprehensive Planning Resulting in School Improvement

Applicable Standards and Leverage Points (Indicators)
Standard 9 The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

9.3b The school/district analyzes their student's unique learning needs.

- **The school improvement team conducts an analysis of survey results of stakeholders' perspectives on the**

Key Research: Effective Planning

A Successful Model For School-Based Planning
http://www.ascd.org/readingroom/edlead/9209/solkov.html
"In the literature, school reform leaders emphasized the importance of a grassroots movement for successful change in education. Realizing the importance of making the needs assessment process a bottom-up effort, I sent a letter to all parents and staff members soliciting volunteers for a committee that would determine a building goal by the end of the school year. Our Needs Assessment Committee consisted of the principal, four students in grades 4 and 5 selected by their teachers, and all parents and teachers who volunteered—a total of 41 members.

Students, Parents, and Community Members as Partners in Planning

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Sample School Planning Policy

Part I: Comprehensive School Improvement Plan Development
The School Improvement committee at our school will use the comprehensive school improvement planning process recommended by the Kentucky Department of Education and required by our local board of education to:
1. Operationalize the teaching and learning mission of our school.
2. Conduct a survey and an analysis of survey results of stakeholders' perspectives on the strengths and limitations of student learning and priorities for improvement.
3. Analyze the school performance report for achievement gaps among student populations (e.g., socio-economic levels, gender, race), and put the report in a written form that is understandable to our stakeholders at the school.
4. Collect data to verify strengths and to establish baseline data on areas identified as limitations so that improvements in student learning can be monitored over time.
5. Take into account profile data and other related assessment and evaluation measures of student learning.
6. Analyze team leader reports compiled by the principal to identify and address any curriculum gaps or instructional needs in the school.

Part II: Comprehensive School Improvement Planning Process Guidelines

- strengths and limitations of student learning and priorities for improvement.
- **The school performance report is analyzed for achievement gaps among student populations (e.g., socio-economic levels, gender, race).**
- **Data are collected to verify strengths and to establish baseline data on areas identified as limitations so that improvements in student learning can be monitored over time.**
- **The analysis of student learning needs takes into account the profile data and other related assessment and evaluation measures of student learning.**

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.
- **Data/Evidence of students' levels of performance in the target goal areas is collected.**
- **Summaries of the student assessment data are provided in the documentation.**
- **Comparisons of student achievement prior to and following the implementation of the Comprehensive improvement Plan are completed.**
- **See also the summary for Standard 7 for "Applicable Research".**

Leverage Points #16 and #17 cont…
Comprehensive improvement Planning Resulting in School Improvement

Applicable Standards and Leverage Points (Indicators)
Standard 9 The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

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http://www.ascd.org/readingroom/classlead/9810/1oct98.html
" The good news is that this grassroots involvement can lead to increased public ownership and more participative governance of our schools. The challenge is for educators to develop attitudes, beliefs, and practical skills that enable them to benefit from their community's increased involvement. Consequently, part of the job description for today's educational leaders--from the district superintendent to the classroom teacher--is the ability to forge meaningful participation and consensus among an increasingly diverse and demanding community of stakeholders."

Aboard the Moving School
http://www.ascd.org/readingroom/edlead/9211/ainscow.html
"Although activities vary from school to school, most of the successful schools have set priorities for development that:
1. Are few in number
2. Are central to the mission of the school
3. Relate to the current reform agenda
4. Lie at the teaching end of the curriculum
5. Lead to specific outcomes for students and staff

It is essential that some aspect of the internal condition of the school be addressed at the same time as the curriculum or other priorities. For example, some schools have found it necessary to review overall management, organization, or staff development arrangements. When there are circumstances that hinder change, it is especially necessary to limit priorities and improve school conditions."

Key Research: Effective Planning

Results: The Key to Continuous School Improvement
http://www.ascd.org/readingroom/books/schmoker99book.html
"Even though much expense and activity went toward establishing site-based school councils, the new performance-based assessment program "resulted in only modest changes in teachers' instructional practices." One review found that the "vast majority of teachers" were "frozen in virtually the same instructional patterns" (Guskey 1994, p. 53). Another review found that "the idea that the ultimate purpose of councils is to advance student learning has not been stressed enough" (David

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At each September meeting of the council, the Planning Committee shall recommend an outline for completing the steps listed above that includes:
  a.   A timetable for plan completion, approval, implementation, revision, and evaluation.
  b.   Guidelines for how the work will be done and when the council will receive reports on progress.
  c.   The council will review and/or revise the process guidelines and approve them at the September meeting.
  d.   The Planning Committee shall then implement the process according to the guidelines.

Part III: Evaluation of the Approved Comprehensive School Improvement Plan
The School Improvement committee at our school will conduct an annual evaluation of the planning process recommended by the Kentucky Department of Education including but not limited to the following:
  1.   Overall review and impact of the school's improvement plan in relation to the school's mission.
  2.   Evidence of changes to students' levels of performance in the target goal areas.
  3.   Written summaries and or/graphs demonstrating changes in student assessment data.
  4.   Comparisons of student achievement prior to and following the implementation of the school's improvement plan.
  5.   Comparisons of teacher practice prior to and following the implementation of the school's improvement plan.
  6.   Recommendations, based on data, relevant educational research and best practice for changes to the plan that will cause gains in student achievement as measured by the state assessment data.

Additional Planning Policy Samples

Sample Policy A: Each year the school council shall adopt an extension to the school improvement plan. The school improvement plan shall be based on an analysis of all available student performance data including state assessment reports, daily student work, other test data, and the input from students, teachers, parents, administrators, and other stakeholders at the school. Included in the data gathering process shall be a survey of the perceptions of stakeholders as to the strength and limitations of student learning and priorities for improvement. The survey instrument shall be constructed by the curriculum and instruction committee and presented to the school council for approval prior to its distribution. The curriculum and instruction committee shall compile the results of the survey and report the results to the school council by November 1 of each year.

Sample Policy B: The school council shall invite the District Assessment Coordinator (DAC) to present to the school council each year on the results of state assessment of the school. The DAC shall be requested to focus the results report specifically on the performance of the various student population groups within our whole student enrollment. Specifically,

9.3b The school/district analyzes their student's unique learning needs.

- **The school improvement team conducts an analysis of survey results of stakeholders' perspectives on the strengths and limitations of student learning and priorities for improvement.**
- **The school performance report is analyzed for achievement gaps among student populations (e.g., socio-economic levels, gender, race).**
- **Data are collected to verify strengths and to establish baseline data on areas identified as limitations so that improvements in student learning can be monitored over time.**
- **The analysis of student learning needs takes into account the profile data and other related assessment and evaluation measures of student learning.**

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

- **Data/Evidence of students' levels of performance in the target goal areas is collected.**
- **Summaries of the student assessment data are provided in the documentation.**
- **Comparisons of student achievement prior to and following the implementation of the Comprehensive improvement Plan are completed.**

(See also the summary for Standard 7 for "Applicable Research".)

1994, p. 711)."

Succeeding With Standards: Linking Curriculum, Assessment and Action Planning
http://www.ascd.org/readingroom/books/carr01book.html
"As a final step, review all decisions to determine:
1. Is this the best plan?
2. Do students have adequate opportunity to learn and perform in relation to the standards?
3. Are multiple measures used to assess student learning?
4. Are the standards revisited frequently enough to lead to solid learning?
5. Is the plan efficient? Is anything ignored or overemphasized?

How to Use Action Research in a Self-Renewing School
http://www.ascd.org/readingroom/books/calhoun94.html
"Our mission of school improvement is a difficult one (this may be the understatement of the decade). Yet, we have reams and disks filled with information that we can use to help us move forward—information that can be combined with our individual and collective expertise and with the on-site data about life in our schools. We have information about how school faculties experience change, about concerns of teachers as they experience innovation, and about the effects of innovations on student learning. Documents that witness the lives and reflections of our colleagues across the years are there for our study and reflection. We can use these professional "gifts of experience" to inform our decisions and actions as we create healthier workplaces for our students and ourselves."

A Comprehensive Online Selection of Articles on School Improvement
http://www.nsdc.org/parentindex.htm
Search this site for up to date research on school improvement and planning.

the school council requests a report on (1) the performance of each minority race compared with the performance of Caucasians, (2) the performance of males compared to females, and (3) the performance of students receiving free or reduced price lunch compared to those students who do not. The DAC will be encouraged to present any additional information to the school council that he/she deems significant and important.

Sample Policy C: The curriculum and instruction committee shall prepare an annual report on the implementation of the school improvement plan. The plan shall contain data to demonstrate the degree of success for each objective established in the plan. Each objective in the school improvement plan currently includes a measure by which success is to be judged, and the "implementation report" shall include data related to those measures listed in the plan, comparing pre-plan and post-plan data. The principal shall present the plan to the school council by no later than October 1 of each academic year, so that the report may be used in school improvement plan extension.

SISI POLICY CHECKLIST: SBDM Policy Areas and Supporting Standards Identified in the Standards and Indicators for School Improvement		
Policy Area	*Standard/Indicator*	*Is Policy Developed? Operational Procedures Followed? Communicated? Implemented? Monitored?*
Curriculum Development, Alignment, Revision, Vertical /Horizontal Articulation, Transitions	*1.1.f*	
Appropriate Use of Authentic Assessment	*2.1.b*	
Review of Assessment Data to Identify Curriculum Gaps	*2.1.d, 9.2.a*	

Multiple Assessments of Student Learning	*2.1.e*	
Policies and Operational Procedures on Assessment Issues	*2.1.g*	
Teacher Use of Effective and Varied Instructional Strategies	*3.1.a*	
Alignment of Instructional Strategies with Learning Goals/Student Standards	*3.1.b*	
Use of Instructional Strategies to meet Diverse Learning Needs of Students	*3.1.c*	
Use of Technology in Instruction	*3.1.c*	
School Homework Policy (how homework is assigned, monitored, and connected to instruction)	*3.1.h*	
School Discipline: Safety Policies that Enforce a Safe, Orderly, Equitable Learning Environment	*4.1.a*	
School Schedule: Provides Time for Teacher Collaboration and Flexibility (Approved by Council)	*4.1.b, 4.1.f, 8.1.a, 8.1.d*	
Staffing Policy: Effective Student/Teacher Ratios	*4.1.f, 8.1c*	
Written Public Relations Plan (Approved by Council)	*4.1.i*	
Appreciation of Diversity and Support of Educational Equity	*4.1.k*	
Policies that **ensure** students have equal access to Core Curriculum	*5.1.b, 8.1.b*	
Referral Process for Students to Health and Social Services	*5.1.c*	
Identification of Programs and Support Services for Students Struggling Academically	*5.1.c, 8.1.f*	
Professional Development (Needs Assessment/Schoolwide Plan/Resource Allocation/Evaluation)	*6.1.b, 6.2.c*	
Evaluation of Personnel (Procedures/Self-Assessment/Professional Growth/SBDM Policy Implementation)	*6.2.a, 6.2.f*	
Protection of Instructional Time	*7.1.g, 8.1.d*	
SBDM Policy Revision and Review	*7.1.i*	
Planning Policy (Mission/Beliefs/Review and use of Data/Prioities/Focus on Academic Performance/Reporting)	*7.1.j, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6*	
Budget Process (involves staff members in needs assessment, fiscal decisions, comprehensive improvement plan connection)	*8.1.a, 8.2.a*	
Committee Process (standing and ad hoc committees, leadership opportunities)	*8.1.a, 9.5.b*	